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ABSTRACT

The methodology which will be employed by RMC Research to determine the costs associated with the implementat-on of 20 different Follow Through models is described. This methodology, a resource costing procedure, differs substantially from those costing methodologies which utilize budget reports as the primary data source. Resource costing utilizes standard costs to assign dollar costs to quantities of resources consumed. Since RMC Research is pioneering the application of these procedures in educational environments, this paper is the most recent documentation of the state-of-the-art of resource-costing methodology. The project director questionnaire, school questionnaire, and teacher questionnaire are included. (Author/RC)

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COST ANALYSIS OF FOLLOW THROUGH PROJECTS: A DESCRIPTION OF METHODOLOGY*

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INTRODUCTION

The U.S. Office of Education is currently conducting a national evaluation of the effectiveness of the Follow Through Program. This evaluation, being performed under contract to Abt Associates and the Stanford Research Institute, is a longitudinal investigation designed to determine how much and what kinds of learning is occurring among Follow Through children in each of 15 different Follow Through curriculums. As a companion study to this evaluation, the U.S. Office of Education has awarded a contract to RMC Research Corporation to perform a cost analysis of a sample of Follow Through projects. The purpose of this study will be to help the U.S. Office of Education achieve a better understanding of the costs associated with the operation of each of the Follow Through models.

The methodology being employed in this costing study consists of a blend of resource costing methodology and what may be called "budget standardization costing methodology." Both methodologies are used to provide comparable estimates of the cost being incurred by different entities such as Local Education Agencies (LEAs) to provide similar services such as instruction. When the resource costing methodology is employed the amount of each resource used by each LEA to provide a service is determined. The cost of each research quantity is determined by multiplying the number of units of the resource used by the LEA by a standard cost per unit. The standard cost of providing a service is determined by summing the products of the amount of resources used to provide the service and the standard costs per resource unit. When this standard cost procedure is employed to determine the total standard cost of providing the same service at different LEAs, any observed differences in total standard costs reflect only differences in amounts and types of resources being used to provide the service. If, on the other hand, the cost the LEA actually paid for each resource was used in the analysis, any observed cost differences among LEAs would not only reflect differences in amounts and types of resources being used, but would also reflect the differences that occur when LEAs actually pay different prices for the same

resource. (For a very detailed discussion of resource cost analysis see Dieneman, Flynn and Al-Salam, 1974).

Budget standardization costing methodology also reduces differences in observed costs which are attributable to differences in actual prices different entities must pay for the same resource. However, budget standardization methodology does this by adjusting aggregated resource costs presented in budget documents. For example, the total cost of salaries reported in a budget may be adjusted to compensate for regional variations in salaries. This is done by using the relationship between actual costs and either a theoretical standard cost or an average cost. In this study, budget standardization costing methodology is being used to adjust the cost of salaries being incurred by Follow Through sponsors. The regional differences in sponsor salary costs are assumed to be the same as the regional differences in teacher salary costs. Therefore, sponsor salary costs have been adjusted by multiplying the sponsor's total salary cost by the quotient of the national average teacher salary divided by the average teacher salary in the community in which the sponsor is located.

Although budget standardization costing methodology does not achieve the same degree of precision as resource costing methodology, both methodologies provide standard cost estimates which are indicies of the types and amounts of resources being used that are not biased by regional variation actual prices and are comparable across entities.

A primary purpose of the cost analysis of Follow Through study is to estimate the amount and types of resources being used in the implementation of 20 different Follow Through models. These estimates will then be used to analyze how the resource consumption pattern for each specific model varies across the LEAs in which the model is implemented and to analyze how the resource consumption patterns of the 20 different models compare with each other. Although this study will also address additional issues, this paper will be confined to the methodology being employed to estimate the amount and types of resources being consumed. Other facets of the study such as determining the funding sources that support Follow Through, determining the amount of each resource used for each Follow Through components, and comparing Follow Through and non-Follow Through schools will not be discussed in this paper. This paper will focus solely on costing methodology.

METHODOLOGY

Delineating Resources

The first step in this study consisted of determining which resources should be included in the analysis. A preliminary list of resources was constructed from the results of two previous studies conducted by RMC Research, An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume I: Cost Analysis (Dieneman, Flynn and Al-Salam, 1974) and Evaluation of the Field Test of Project Information Packages, Volume III: Resource Cost Analysis (Al-Salam, Hass, and Strope, 1975). This list supplemented the resources identified in Financial Accounting: Classification and Standard Terminology for Local and State School Systems (Roberts and Litchenberger, 1973).

After a series of meetings with the Follow Through Research and Evaluation staff of the Office of Education and discussions with administrators of Follow Through Programs at LEAs, a final list of 97 resources was compiled. Since the RMC studies cited earlier established that a less comprehensive list of resources account for over 95 percent of program expenditures, this final list of 97 resources can be expected to include virtually all resources being consumed to implement the various Follow Through models. This assumption, however, is being verified during interviews with Follow Through administrators during the data collection phase of this study. This list of 97 resources is presented as Appendix A of this paper.

Instruments and Data Collection

After the resources to be measured were delineated, instruments were constructed to collect information on the amount of resources being used, the actual price being paid for selected resources, and the entity providing the funds used to purchase certain resources. Analysis of the organization of Follow Through as implemented in LEAs indicated that the required information from LEAs could be obtained only by questioning Follow Through project directors, principals and teachers. Therefore, separate questionnaires were prepared for each. These questionnaires are presented as Appendicies B, C, and D of this paper. (For a more detailed description of the development and field testing of these questionnaires see Supporting Statement for a Resource and Cost Analysis of Follow Through Projects, RMC Research, 1976.)

A procedure using budget information provided by Follow Through sponsors in their Application for Federal Assistance was developed to assess the sponsor's contribution. This procedure is presented as Appendix E of this paper.

In order to collect the data from LEAs, RMC will mail questionnaires to the appropriate LEA personnel. Approximately two weeks after the individual receives the questionnaire an RMC staff member will visit the LEA to collect the questionnaires. At this time the RMC staff member will render any necessary assistance required to complete the questionnaires, review the questionnaires to ensure they have been properly completed, and determine if the questionnaire data completely reflects the resources being consumed by Follow Through at the LEA.

The analysis of the Follow Through sponsor data will be made by a single RMC staff member. When the analysis is complete a separate report of the results of the analysis will be prepared for each sponsor.

Since this analysis will be based on the sponsor's planned activities as specified in the sponsor's Application for Federal Assistance and since planned activities may vary from actual activities, each sponsor will be mailed a report of the results of RMC's analyses of that sponsor's planned activities. The sponsor will be asked to indicate any changes that affect the accuracy of RMC's analyses.

Sample

Insofar as possible, this sample includes three project sites per sponsor, and three Follow Through schools per site. This sampling plan provides a total sample of 51 LEA sites and 150 Follow Through schools. The sites and schools chosen to be in the sample were selected at random using a stratified sampling scheme based on size of school district enrollment and its participation in the Follow Through National Evaluation Sample. For each sponsor with three or fewer sites, all the sponsor's sites were included in the sample. For each of the remaining sponsors, the available sites were arranged in descending order of LEA enrollment size. In this listing, each National Evaluation site was listed twice. The list was then divided into three approximately equal parts, and one site drawn at random from each part. As a result, each of the National Evaluation sites was given a double chance of selection. For example, if a sponsor model was located at 15 sites of which 6 were in the national sample, a list of 15 lines was made and divided into three equal parts of 5 lines each. For each National Evaluation sample

site on the list, these sites were listed again to provide the double chance of selection. One listing was then randomly selected from each part of the list to select the three representative sites. This procedure was repeated for each sponsor.

Once the selection of the sites was made, a random selection process was used to select the actual schools to be included in the sample. Generally, three schools were chosen per site. If there were fewer than three schools to choose from at a particular site, the other sample sites for that sponsor were oversampled in an effort to obtain a total of nine schools per sponsor. The list of schools used as the basis for this selection of schools was the most current list of Follow Through schools provided by Stanford Research Institute.

Allocation Rules

The resources being consumed by Follow Through may be placed into one of following three categories: (1) Those resources being entirely consumed by Follow Through in the specific schools included in this study, (2) Those resources being entirely consumed by Follow Through in a specific LEA, but not entirely consumed in the schools included in this study, and (3) Those resources which are consumed by Follow Through and other programs. Because the vast majority of the resources in the first category are consumed at the classroom level and because these resources (i.e., teachers and aides) appear to constitute the most significant dollar amount of resources being consumed by Follow Through, the classroom or class was selected as the primary unit of analysis. Therefore, resource consumption will be guaged and reported in terms of the amount of resource used per class. Therefore, a separate record will be maintained for each of the approximately 1,400 classes included in this study. For the purposes of explanation, these records may be conceptualized as a two-dimensional matrix with 1,400 rows and a separate column for each of the 97 resources. This matrix is being called the Class Resource Matrix and is referred to as $CRM_{a,c}$, where $CRM_{a,c}$ is equal to the amount of resource c consumed or allocated to class a.

When resource c is consumed entirely by class a, then the value of CRMa,c is set equal to the number of units of c consumed by class a. When resource c is not consumed entirely by class a, the value of $CRM_{a,c}$ is determined through the use of allocation rules. Since approximately 71 percent

of the resources types included in this study may be classified as either personnel (31 percent) or equipment (40 percent)., the rules used to allocate these resources will be discussed below. Because the personnel and equipment resources which must be allocated and the resources consumed directly and entirely by a single class comprise approximately 90 percent of the resources included in this study, the following discussion of the rules for allocating personnel and equipment will provide the reader with a very adequate overview of the allocation procedures employed in this study.

The basic assumption which underlies the following allocation rules is that all classrooms using or being supported by a resource benefit equally from that resource. Personnel resources are measured in hours. Hours spent working with children in a class are considered to be the amount of resource hours used by the class. Hours spent working in any other way are considered an amount of resource hours supporting a class or classes. Resource hours used by more than one Follow Through class in a school are assumed to benefit all Follow Through classes equally at the grade level being served. Therefore, the amount of the resource allocated to classroom a is equal to the quotient of the amount of the resource being used by Follow Through classes in the school divided by the sum of the number of classes at each grade level being served when classroom a is at the grade level served.

This allocation rule is a compromise dictated by the difficulty of data collection. When personnel resources are used by more than one class in a school it is relatively easy to determine the amount of resource hours being used and the grade levels being served. Accurately determining how much of each resource is used by each class is, unfortunately, a task that requires more effort than is available for this study.

Resource hours spent by administrative and clerical staff working in the school but not working with children are considered to be hours spent in support of classes. These hours are allocated to classes using the following procedure. First, the amount of hours spent exclusively supporting Follow Through is determined. This amount is then simply divided by the number of Follow Through classes in the school. The quotient is the amount allocated to each Follow Through class. Any resource hours spent working for support in a school that are not exclusively supporting Follow Through are considered to benefit all classes in the school equally. Therefore, the amount of these resources allocated to each Follow Through class is simply the quotient of the amount of resource hours divided by the total number of classes in the school.

The only resource hours spent working by personnel outside of the school that are taken into consideration in this study are those hours spent by personnel who only support Follow Through. These hours are assumed to benefit all Follow Through classes in the LEA equally. Therefore, the amount of these resource hours allocated to classroom a is the quotient of the number of resource hours spent working outside the school divided by the total number of Follow Through classes in the LEA.

These equal benefit assumptions concerning supporting services are also forced by limitations in the data collection effort. This equal benefit assumption is considered to provide as accurate an estimate of how a building based administrator such as a principal spends time supporting classes as asking the principal to indicate how much of his or her time is spent supporting each class in the principal's school. The cost of obtaining an estimate by actually observing the principal demands more resources than are available for this study. The same assumption is made for administrators such as the Follow Through project director. The equal benefit assumption is believed to provide as accurate an estimate of the distribution of project director time spent in support as can be obtained with the resources available to support this study.

The preceding paragraphs presented the rules used to allocate personnel resource hours in general terms. These paragraphs provide an accurate description of the allocation rules, the assumptions underlying these rules, and the limitations that impose the necessity of making these assumptions. However, the actual algorithms used to allocate personnel resource hours during the computer processing of the questionnaire data are far more complex than may be apparent. This complexity, however, is not a function of the allocation rules. This complexity occurs because personnel resource hours are divided into 30 separate resource categories, the work of several different individuals must be summed to get the total hours for a resource category, and the data required to perform the allocations is usually taken from two or more questionnaires.

The rule for allocating equipment resources to classes are quite simple. Both the total number of pieces of each type of equipment normally found in the school and the number normally used exclusively for Follow Through are determined. Equipment used exclusively for Follow Through is assumed to benefit all Follow Through classes in the school equally. Therefore, the

The only resource hours spent working by personnel outside of the school that are taken into consideration in this study are those hours spent by personnel who only support Follow Through. These hours are assumed to benefit all Follow Through classes in the LEA equally. Therefore, the amount of these resource hours allocated to classroom a is the quotient of the number of resource hours spent working outside the school divided by the total number of Follow Through classes in the LEA.

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amount allocated to each class is the quotient of the number of pieces divided by the number of Follow Through classes in the school. Equipment not used exclusively for Follow Through is assumed to benefit all classes in the school equally. Therefore, the amount allocated to each class is the quotient of the number of pieces of each type of equipment not used exclusively for Follow Through divided by the number of classes in the school.

A viable alternative to assuming equal benefit for equipment would be to ask the teacher of each class to indicate how much time the class spends using each piece of equipment. This would provide a more precise estimate. However, this increase in precision was not considered to be worth the increase in the responding burden that would be placed upon the teachers. Therefore, the equal benefit assumption is being utilized in this study.

Standard Costs

A standard cost will be determined for one unit of each of the 97 resources included in this study. These standard costs will be stored in a linear standard cost matrix designated SCM. SCM_c is equal to the standard cost of one unit of resource c, and $(CRM_{a,c})*(SCM_c)$ is equal to the standard cost of the amount of resource c consumed or allocated to classroom a.

In general, the standard cost for one unit of resource c is the average of the actual price for one unit of resource c paid by the LEAs in the study. However, since standard cost data is available from a recent study conducted by RMC (Al-Salam, Hass, and Strope, 1975) for many of the resources included in this study, this standard cost data was adjusted for inflation and used in order to reduce respondent burden. When standard cost data was not available from this previous study, standard costs were computed using the procedure described above.

SUMMARY

This paper has presented an overview of the costing methodology currently being employed in the Cost Analysis of Follow Through Projects study being conducted by RMC Research. This paper presented the allocation rules and the assumptions underlying the use of these rules. However, this paper has been confined to a general overview and has presented neither technical details or costing algorithms. Readers who are interested in a formal, highly

technical report of the methodology employed in this study are encouraged to contact RMC Research after October 1976.

REFERENCES

Al-Salam, N., Hass, A.E., and Strope, D.H., Evaluation of the Field Test of Project Information Packages, Vol. III: Resource Cost Analysis (RMC Research Corporation, Bethesda, Maryland, 1975).

Dienemann, P.S., Flynn, D.L., and Al-Salam, N., An Evaluation of the Cost Effectiveness of Alternative Compensatory Reading Programs, Volume I: Cost Analysis, (RMC Research Corporation, Bethesda, Maryland, 1974).

Roberts, C.T., and Lichtenberger, A.R. (eds.) Financial Accounting: Classification and Standard Terminology of Local and State School Systems, U.S. Government Printing Office, Washington, D.C., 1973.

Supporting Statement for a Resource and Cost Analysis of Follow Through Projects, RMC Research Corporation, author, Bethesda, Maryland, 1976.

APPENDIX A

RESOURCES

RESOURCES

1. Teacher
2. Teacher Aide
3. Parent Volunteer
4. Other Volunteer
5. Mathematics Specialist
6. Reading Specialist
7. Curriculum Specialist
8. Librarian
9. Media Specialist
10. Clerk/Tester
11. Project Director
12. Assistant Project Director
13. Administrative Assistant
14. Project Coordinator
15. Secretary
16. Evaluator
17. Principal
18. Assistant Principal
19. Physician
20. Psychologist
21. Psychiatrist
22. Audiologist
23. Dentist
24. Optometrist
25. Nurse
26. Dental Hygienist
27. Nutritionist
28. Social Worker
29. Speech Therapist
30. Classroom Space
31. Other Space
32. Listening Center
33. Language Master
34. Controlled Reader
35. Tachistoscope
36. Audio Card Reader
37. Hoffman Machine
38. Singer Readermate
39. Systems 80
40. Primary Typewriter
41. Record Player
42. Cassette Recorder
43. Videotape Recorder
44. Slide Projector
45. Filmstrip Projector
46. Filmloop Projector
47. Cassette/Filmstrip Projector
48. Movie Projector
49. Overhead Projector
50. Opaque Projector
51. Projection Screen
52. Sound/Filmstrip Viewer
53. Television
54. Movie Camera
55. Still Camera
56. Ektographic Visualmaker
57. Drymount Press
58. Paper Cutter
59. Office Typewriter
60. Ditto Machine
61. Xerox Machine
62. Mimeograph Machine
63. Thermafax Machine
64. Transparency Maker

65.
66.
67. Other equipment yet to be determined
68.
69.
70.
71. Supplies
72. Library Books
73. Out of Town Travel (trips)
74. Local Travel (miles)
75. Breakfast
76. Lunch
77. Snacks
78. Reading Text Books
79. Mathematics Text Books
80. Other Test Books
81. Student Desks
82. Student Chairs
83. Tables
84. Book Cases
85. Room Dividers
86. Rugs
87. Field Trips
88. Training Consultant
89. Health Services
90. Social Services
91. Psychological Services
92. Sponsor: Evaluation
93. Sponsor: Instructional Materials
94. Sponsor: Model Development
95. Sponsor: Parent Training
96. Sponsor: Staff Training
97. Parent Educators

APPENDIX B

FOLLOW THROUGH PROJECT DIRECTOR QUESTIONNAIRE

Approval No. OMB-51-S-76013
USOE-472
Expires December, 1976

1					

(1-6)

COST ANALYSIS OF FOLLOW THROUGH PROJECTS

PROJECT DIRECTOR QUESTIONNAIRE

Model: _____

School District: _____

Address of Follow Through Office: _____ (Street)

_____
(City) (State) (Zip)

Telephone: ( ) -

Completed by:

Name	Title

Date: _____

RMC Interviewer: _____

INSTRUCTIONS

The U.S. Office of Education is conducting an evaluation of the Follow Through program in an effort to determine model effectiveness and how best to replicate successful ones. A comprehensive study of the resources used by the models is required to complete this effort. RMC Research Corporation is conducting that study at the district, school, and classroom levels through the use of questionnaires and interviews. This questionnaire is part of RMC's study.

The primary purpose of this questionnaire is to collect information about the resources that are used to administer and support the Follow Through program at the district level during the 1975-76 school year. In addition, information will be collected about some of the ancillary activities associated with the Follow Through program, such as health and food components. You will not be asked about the resources that are actually employed in the schools and classes. This information will be collected directly from the principals and teachers in selected schools in your district. It is not necessary that you answer all questions from your own knowledge. If necessary, obtain the assistance of others who might be more familiar with particular areas.

To simplify the task of completing this questionnaire, it has been divided into eight self-contained sections. The first section identifies the schools employing this Follow Through model, and the second section examines the Follow Through district staff. The third section collects information regarding district salary schedules. Section 4 is used to describe the training provided to Follow Through staff and parents. Sections 5 and 6 examine the Follow Through budget for supplies and parent advisory council support. Section 7 investigates the activities involved in the medical, psychological, social, and nutritional components. Finally, Section 8 is used to describe the emphasis that this model gives to subject areas.

This questionnaire is designed to collect data regarding only the Follow Through model listed on the cover sheet. If your district is operating more than one model, some special consideration must be given to properly allocating the district level resources to the various models. The instructions for each question will indicate whether we are interested in only the model listed on the cover of this questionnaire or all of the models in your district.

If your district is operating more than one model, list all district Follow Through staff that support the model listed on the cover sheet even if they share their time between models. You will be asked to indicate which staff support this model exclusively.

After you have completed this questionnaire, please retain it until the RMC representative arrives in your district.

Section 1: SCHOOL CHARACTERISTICS

1. Please list in Column A below all schools involved in the Follow Through model listed on the cover sheet. Consider only those schools in the program during the 1975-76 school year.

   In Column B, please indicate the average daily Follow Through membership, by grade, for each school for the month of January 1976. If ungraded classrooms are used, use the equivalent grade level.

   In Column C, please indicate the number of Follow Through classrooms in each school.

	(A) Schools	(B) Average Daily Membership for Follow Through Pupils (January 1976)					(C) Total No. of Follow Through Classrooms
		Kindergarten	Grade 1	Grade 2	Grade 3	Total	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
ØØ1 (1-12)	(13-14)		(15-17)	(18-20)	(21-23)	(24-26)	(27-30) (31-33)

(10-12)-ØØ2
(13-14)-00

2. Besides the model indicated on the cover sheet of this questionnaire, are there any other Follow Through models in your district during this school year?

(15)-1☐ Yes (Go to Question 3)

-2☐ No (Go to Section 2, p. 3)

3. If yes, please indicate these Follow Through models and the number of schools and students using each model.

Other Follow Through models in operation in this district this year	Number of schools employing this model	Total number of classrooms being served by this model
	(16-17)	(18-21)
	(22-23)	(24-27)
	(28-29)	(30-33)
	(34-35)	(36-39)
	(40-41)	(42-45)
	(46-47)	(48-51)
	(52-53)	(54-57)
	(58-59)	(60-63)
	(64-65)	(66-69)
	(70-71)	(72-75)

Section 2: FOLLOW THROUGH DISTRICT STAFF

In this section, we wish to identify all district staff members who support the Follow Through program. We are interested in both full- and part-time staff members. We are interested in either staff members who report directly to the Follow Through project director, or those staff members who assist the program but do not report directly to the Follow Through project director. Follow Through district staff members do not spend all of their time working with one and only one school. The salaries of Follow Through district staff members are not necessarily paid with Follow Through funds.

Include as district staff:

- Project Director
- Assistant Director
- Curriculum Specialists
- Administrative Assistants
- Psychologists
- Speech Therapists
- Evaluators
- Testers
- Nurses
- Nutritionists
- Social Workers
- Data Processors
- Supervisors
- Coordinators
- Secretaries
- Clerks

DO NOT INCLUDE as district staff:

Personnel who spend all their time working with one and only one school. Therefore, do not include the following individuals:

- Principals
- Classroom Teachers
- Aides
- Library/Media Specialists

4. Please list the district Follow Through staff described on page 3. Include individuals whose time is shared by other Follow Through models. For each individual, fill in the appropriate information requested below. Do not list individuals not associated with this model.

	Name	Title	(RMC Use)	Follow Through full-time equivalence (include all models)	Check if work exclusively on this model
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
003 (10-12)	(13-14)		(15-16)	(17-19)	(20)

5. Estimate the percentage of each staff member's total salary that is funded from the sources indicated. If staff members receive no salary, indicate with a check whether they are parent or other volunteers. Considering the time spent on all Follow Through Models, estimate the percentage of time spent in each of the Follow Through program component areas. The sum of the percentages should add to 100% in both areas. Be sure to enter your answers on the line that corresponds to each staff member's name shown in Question 4.

Source of salary in percent. If volunteer, check type.										Percent of time spent in each component												
Local School Board	Follow Through	ESEA Title I	Other Federal Programs	State Dept. of Education	Other Agencies	Parent Volunteer	Other Volunteer	Total		Instruction	Library/Media Services	Curriculum Development	Parent Training	Staff Training	Project Administration	Program Evaluation	Health Services	Psychological Services	Social Services	Food/Nutritional Services	Total	
								100%	(21-23)												100%	(45-47)
								100%	(24-26)												100%	(48-50)
								100%	(27-29)												100%	(51-53)
								100%	(30-32)												100%	(54-56)
								100%	(33-35)												100%	(57-59)
								100%	(36-38)												100%	(60-62)
								100%	(39-41)												100%	(63-65)
								100%	(42-44)												100%	(66-68)
								100%													100%	(69-71)
								100%													100%	(72-74)
								100%													100%	(75-77)
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(10-14)

Section 3: SALARY INFORMATION

Please provide a schedule of salaries for teachers, teacher aides, and administrative/clerical personnel. In addition, please provide the following information.

6. What is the average annual salary for the following types of staff?

Category Title	Average annual salary	
Principal	$	(15-19)
Supervisor	$	(20-24)
Senior Teacher	$	(25-29)
Classroom Teacher	$	(30-34)
Secretary/Clerk	$	(35-39)

7. What is the average hourly rate for teacher aides?

$_____$ per hour
(40-42)

8. Indicate the average cost of fringe benefits for teachers expressed as a percentage of their annual salary:

_____ %
(43-44)

9. Are part-time aides included in the fringe benefits package (insurance, retirement, etc.)?

(45)-1☐ Yes
-2☐ No

Section 4: TRAINING

In this section, we are trying to obtain detailed information about the formal training provided to either staff members or volunteers who work in the Follow Through project either at the district office or in the schools. This training can be conducted by your staff, the district staff, the sponsor, or by outside consultants. Include all training. Include training even if it is not directly related to the Follow Through program. Include psychological and social service training provided to parents and teachers to enhance their understanding of children.

10. Is any type of training, as described above, provided to individuals (either staff members or volunteers) involved in the Follow Through model indicated on the cover of this questionnaire?

(46)-1 ☐ Yes (Go to Question 11)

-2 ☐ No (Go to Section 5, p. 11)

11. If training is provided, describe each type of activity below.

005
(10-12)

Purpose of Training Program	Check when it is conducted: Summer	During School Hours	After School Hours	How many sessions are held each year?	How long in hours is the average session?	What is the average number of trainees per session in the following categories? Classroom Teachers	Teacher Aides	Program Advisory Comm.	Parent Volunteers	Other Volunteers	District Staff	Others	Check if training is specifically Follow Through oriented	Check if any trainees are paid to attend (Do not consider regular salaries)	If any trainees are paid to attend, estimate the average amount each is paid (Do not include travel expenses)	Estimate the percentage that each of the following sources of funds contributes to paying for this activity: Local School Board	Follow Through	ESEA Title I	Other Federal Funds	State Dept. of Ed.	Other Agencies	Total
1																					100%
2																					100%
3																					100%
4																					100%
5																					100%
6																					100%
7																					100%
8																					100%
9																					100%
10																					100%
11																					100%
12																					100%
	(13-14)	(15)	(16)	(17)	(18-19)	(20-22)	(21-25)	(26-28)	(29-31)	(32-34)	(35-37)	(38-40)	(41-43)	(44)	(45)	(46-48)	(49-51)	(52-54)	(55-57)	(58-60)	(61-63)	(64-66)	

00600
(10-14)

12. Will there be any transportation expenses associated with these training and development activities for paid staff members that will be or have been funded by Follow Through? Do not include transportation expenses for training volunteers. Consider both local mileage reimbursements and out-of-town trips.

(15)-1 ☐ Yes (Go to Question 13)
-2 ☐ No (Go to Question 14)

13. If yes, please complete the following table with regard to this type of transportation expense for the period June 1, 1975, to May 31, 1976, for paid staff members. Do not include transportation expenses for volunteers.

Type of travel	Number of trips	Average cost per mile	Total cost
Local		(16-18)	(19-23)
Out of town	(24-25)		(26-30)

14. Will there be any other transportation expenses associated with staff training and development for paid staff members that are not funded by Follow Through? Do not include transportation expenses for training volunteers. Consider both local mileage reimbursements and out-of-town trips.

(31)-1 ☐ Yes (Go to Question 15)
-2 ☐ No (Go to Question 16)

15. If yes, please complete the following table with regard to this type of transportation expense for the period June 1, 1975, to May 31, 1976, for paid staff members. Do not include transportation expenses for volunteers.

Type of travel	Number of trips	Average cost per mile	Total cost
Local		(32-33)	(34-38)
Out of town	(39-40)		(41-45)

16. Do any of the individuals who conduct the training receive Follow-Through-funded fees, honorariums, or travel expenses for conducting the training? Consider only the individuals who actually conduct the training.

(46)-1 ☐ Yes (Go to Question 17)
-2 ☐ No (Go to Question 19)

17. If yes, please indicate the amount of Follow Through funds that are budgeted for these individuals.

$_____
(47-51)

18. Please indicate the approximate number of hours of training given by individuals who receive fees, honorariums, or travel expenses for conducting training funded by Follow Through.

_____ hours
(52-55)

19. Are there any other staff training activities conducted by individuals who receive fees, honorariums, or travel expenses that are not funded by Follow Through? Consider only the individuals who actually conduct the training.

(56)-1 ☐ Yes (Go to Question 20)
-2 ☐ No (Go to Section 5, p. 11)

20. If yes, indicate the approximate number of hours of training conducted by individuals who receive fees, honorariums, or travel expenses, by source of funds.

Source of funds	Approximate number of hours of training for which a fee is paid
Local School Board	(57-61)
ESEA Title I	(62-66)
Other Federal Funds	(67-71)
State Dept. of Education	(72-76)
Other	(77-80)

ØØ7ØØ
(10-14)

Section 5: SUPPLIES AND MATERIALS

21. What is the total budget this year from Follow Through funds for general supplies and materials for the model indicated on the cover of this questionnaire? Include all instructional and consumable supplies such as paper and workbooks as well as crayons, pencils, and other arts and crafts materials. Do not include equipment or textbooks.

$ _____
(15-20)

22. Are all of the supplies to be purchased by the Follow Through funds cited in Question 21 requested by teachers through a formal request or requisition to the principal for processing?

(21)-1☐ Yes (Go to Question 25)
-2☐ No (Go to Question 23)

23. If no, please describe the procedures teachers use to request supplies purchased with Follow Through funds.

_____

_____

_____

_____

_____

24. In addition, estimate the percentage of the budgeted supplies that will be handled by the procedures described in Question 23.

_____ %
(22-24)

25. Are any additional supplies purchased for this Follow Through model from other funding sources?

(25)-1☐ Yes (Go to Question 26)
-2☐ No (Go to Section 6, p. 13)

26. If yes, indicate the amount budgeted for supplies from each source of funds. Also, if the distribution procedures described in Question 23 are used, indicate the percentage of each amount handled by these procedures.

Source of Funds	Amount Budgeted	Percentage handled by alternative procedure
Local School Board	$ (26-31)	% (32-34)
ESEA Title I	$ (35-40)	% (41-43)
Other Federal	$ (44-49)	% (50-52)
State Dept. of Ed.	$ (53-58)	% (59-61)
Other	$ (62-67)	% (68-70)

Section 6: PARENT ADVISORY COUNCIL AND OTHER PARENT ACTIVITIES

27. Will there be any transportation expenses associated with the training of parent volunteers and other volunteers or with the activities of the parent advisory council?

(15)-1 ☐ Yes (Go to Question 28)

-2 ☐ No (Go to Question 29)

28. If yes, complete the following table with regard to this type of transportation for the period June 1, 1975, to May 31, 1976.

Type of travel	Number of trips	Average cost per mile	Total cost
Local		(16-17)	(18-22)
Out of town	(23-24)		(25-29)

29. Are there any reimbursements paid to parent volunteers for babysitters?

(30)-1 ☐ Yes (Go to Question 30)

-2 ☐ No (Go to Question 31)

30. If yes, what is the annual budget for the babysitting services provided to parents associated with this project?

$_____
(31-35)

31. Do you provide any reimbursements for parent volunteers or funds to parent advisory council members other than for babysitting or as compensation for time or travel associated with training?

(36)-1 ☐ Yes (Go to Question 32)

-2 ☐ No (Go to Section 7, p. 15)

32. If yes, describe the purpose of these expenditures and the annual budget amount for this model.

Purpose for expenditure	Budget Amount
(37-38)	(39-43)
(44-45)	(46-50)
(51-52)	(53-57)
(58-59)	(60-64)

Section 7: NON-INSTRUCTIONAL FOLLOW THROUGH COMPONENTS

In this section, we wish to identify and collect information about the non-instructional activities provided as part of the Follow Through program during the 1975-76 school year. These activities include medical, psychological, social, and nutritional services. This discussion should be limited to the services provided by the model indicated on the cover sheet.

33. Indicate the medical services provided to Follow Through pupils that are not provided by the district staff listed in Question 4. Indicate the number of Follow Through pupils who receive the following services even if Follow Through funds are not used to pay for them.

Type of service	Number of Follow Through pupils receiving treatment	Total amount budgeted this year from Follow Through	Total amount budgeted this year from ESEA Title I
1. General medical examinations	(15-18)	(19-23)	(24-28)
2. Treatment of specific medical problems	(29-31)	(33-37)	(38-42)
3. General dental examinations	(43-46)	(47-51)	(52-56)
4. Treatment of specific dental problems	(57-60)	(61-65)	(66-70)
5. General eye examinations	(15-18)	(19-23)	(24-28)
6. Treatment of specific eye problems	(29-32)	(33-37)	(38-42)
7. Other health services	(43-46)	(47-51)	(52-56)

Ø1ØØØ - (10-14)

34. Please describe the psychological services provided to Follow Through pupils in this model. Do not include those services indicated in the training section that were provided to parents and teachers to help them work better with pupils. Also do not include services provided by the district staff listed in Question 4. Indicate the number of Follow Through pupils who receive the following services even if Follow Through funds are not used to pay for them.

Type of service	Number of Follow Through pupils receiving treatment	Total amount budgeted this year from Follow Through	Total amount budgeted this year from ESEA Title I
1. General screening	(56-58)	(59-63)	(64-68)
2. In-depth psychological examination Ø11ØØ- (10-14)	(15-18)	(19-23)	(24-28)
3. Counseling and treatment	(29-32)	(33-37)	(38-42)
4. Other treatment	(43-46)	(47-51)	(52-56)

35. Does the Follow Through model shown on the cover of this questionnaire provide any social services that do not involve the district staff?

(57)-1 ☐ Yes (Go to Question 36)

-2 ☐ No (Go to Question 37, p. 18)

36. Please describe the social services provided to Follow Through pupils in this model. Do not include those services indicated in the training section that were provided to parents and teachers to help them work better with pupils. Also do not include services provided by the district staff listed in Question 4. Indicate the number of Follow Through pupils who receive the following services even if Follow Through funds are not used to pay for them.

Type of service	(RMC Use)	Number of Follow Through pupils receiving treatment	Total amount budgeted this year from Follow Through	Total amount budgeted this year from ESEA Title I
	(15-16)	(17-20)	(21-25)	(26-30)
	(31-32)	(33-36)	(37-41)	(42-46)
	(47-48)	(49-52)	(53-58)	(59-63)
	(64-65)	(66-69)	(70-74)	(75-79)

37. Describe the food and nutritional services provided by this Follow Through model.

Type of meal	Average cost per serving	Average number of pupils served each day	Estimate the percent that each of the following sources of funds contributes to paying for this activity. The sum should be 100%.						
			Local School Board	Follow Through	ESEA Title I	Other Federal Funds	State Dept. of Ed.	Other Agencies	Total
Noon meal									100%
Breakfast									100%
Snack or milk									100%
(13-14)	(15-17)	(18-21)	(22-24)	(25-27)	(28-30)	(31-33)	(34-36)	(37-39)	

Ø13
(10-12)

Ø15ØØ
10-14)

Section 8: PROGRAM EMPHASIS

38. Please describe the general emphasis that the model shown on the cover of this questionnaire places on the following subjects in terms of the percentage of time of pupil participation. If you cannot answer this questionnaire, please go to Question 39 below.

Language arts, including reading and foreign languages: _____% (15-17)

Mathematics: _____% (18-20)

Other: _____% (21-23)

39. Briefly indicate in the space below why you cannot describe the curriculum emphasis on language arts, mathematics, and other subject matter areas.

_____

_____

_____

_____

Thank you for completing this questionnaire.

APPENDIX C

FOLLOW THROUGH SCHOOL QUESTIONNAIRE

Approval No.: OMB-51-S-76013
USOE-472-2
Expires December, 1976

4									

(1-9)

COST ANALYSIS OF FOLLOW THROUGH PROJECTS

SCHOOL QUESTIONNAIRE

FOLLOW THROUGH SCHOOLS

School: _____ School District: _____

Address: _____
(Street)

_____
(City) (State) (Zip)

Telephone: ( ) -

Principal: _____

Completed By:

Name	Title

Date: _____

RMC Interviewer: _____

INSTRUCTIONS

The U.S. Office of Education is conducting an evaluation of the Follow Through program in an effort to determine model effectiveness and how best to replicate successful ones. A comprehensive study of the resources used by the models is required to complete this effort. RMC Research Corporation is conducting that study at the district, school, and classroom levels through the use of questionnaires and interviews. This questionnaire is part of RMC's study.

This questionnaire should be completed by the school principal or an individual familiar with the Follow Through program and retained until the RMC representative arrives in your school.

The items on this questionnaire are straightforward and should not be difficult to answer. However, the questions that deal with the personnel who work in your school require some additional explanation. Therefore, we ask that you carefully read the paragraphs preceding each section and the instructions accompanying each question.

If you do not have the answers to the questions in this questionnaire, please contact the Follow Through project director or other appropriate school district personnel to secure the required information.

Section 1: SCHOOL CHARACTERISTICS

1. Please list the average daily membership in your school for the month of January 1976, for Follow Through and all other pupils, by grade. If ungraded classrooms are used, use the equivalent grade level.

ØØ1 (10-12)	Average Daily Membership by Grade (January 1976)				
	Kindergarten	Grade 1	Grade 2	Grade 3	All Other Grades
Follow Through Pupils	(13-15)	(16-18)	(19-21)	(22-24)	(25-28)
All Other Pupils	(29-31)	(32-34)	(35-37)	(38-40)	(41-44)
Total					

2. How many Follow Through classrooms are in your school?

_____ classrooms
(45-46)

3. Please check the appropriate description of your Follow Through kindergarten program.

(47) - 1 ☐ Half day program
- 2 ☐ Whole day program
- 3 ☐ No Follow Through kindergarten program

Section 2: SCHOOL STAFF

In this section, we want to identify all the personnel who directly or indirectly assist the Follow Through program in your school. We are interested in all such individuals even though they may not spend their entire day at your school. Some of these individuals may only visit your school occasionally. Some examples of the types of individuals we are interested in include Follow Through classroom teachers and aides, curriculum specialists, the principal and the office staff, reading and math specialists, doctors and nurses, and social workers. However, we are not interested in support personnel such as custodians, general maintenance staff, or lunch room staff.

For convenience, a separate question has been developed for each general category of staff. These categories are:

- administrative/clerical,
- teachers assigned to a particular classroom,
- aides assigned to a particular classroom, and
- other school staff supporting the Follow Through program.

A separate question will ask you to identify the staff members in each of the categories listed above. Additional questions will be asked about the amount of time they spend in the Follow Through program.

4. How long, in hours, is the standard work week for teachers in this school?

_____ hours
(48-50)

Administrative/Clerical Staff

5. Please provide the following information for all administrative/clerical personnel in your school. Include principals, assistant principals, administrative assistants, and clerical personnel. List the title of each individual. Use one line per person. Where indicated, percentages should add to 100% across the row.

	Title	(RMC Use)	Average hours worked per week in general school administration	Average hours worked per week in Follow Through project	Source of salary in percent. If volunteer, check type.								
					Local School Board	Follow Through	ESEA Title I	Other Federal Funds	State Dept. of Ed.	Other Agencies	Parent Volunteer	Other Volunteer	Total
1													100%
2													100%
3													100%
4													100%
5													100%
6													100%
7													100%
8													100%
9													100%
10													100%
11													100%
12													100%
	(13-14)		(15-16)	(17-19)	(20-22)	(23-25)	(26-28)	(29-31)	(32-34)	(35-37)	(38-40)	(41-43)	(44-46)

Teachers Assigned to a Particular Classroom

6. Please provide the following information about all the certificated teachers who are exclusively assigned to a particular kindergarten, first, second, or third grade Follow Through class. Do not include teachers who are shared by more than one Follow Through class. Do not list certificated teachers who are filling classroom positions that do not require certification. Because of the current teacher surplus in some areas of the country, certificated teachers may be found in teacher aide and assistant positions that were originally intended to be filled by noncertificated personnel. If certificated teachers are filling such assignments in your school, do not list them. Do provide information about Follow Through kindergarten teachers who teach a full-day class, a half-day class, or two half-day classes. If these kindergarten teachers teach two half-day classes, list them even if only one class is a Follow Through class. Use one line per person. Where indicated, percentages should total 100% across the row.

(RMC Use)	Room Number	Grade Assignment	Average hours worked per week in Follow Through project	Source of salary in percent						
				Local School Board	Follow Through	ESEA Title I	Other Federal Funds	State Dept. of Ed.	Other Agencies	Total
										100%
										100%
										100%
										100%
										100%
										100%
										100%
										100%
										100%
										100%
										100%
										100%
ØØ3 (10-12)										100%
	(13-14)		(15)	(16-18)						
					(19-21)	(22-24)	(25-27)	(28-30)	(31-33)	(34-36)

Teacher Aides Assigned to a Particular Classroom

7. Please provide the following information about all teacher aides, teacher assistants, parent educators, and volunteers who are exclusively assigned to a particular Follow Through first, second, or third grade class, or who are assigned to at least one half-day Follow Through kindergarten class. Do not include personnel who are shared by more than one Follow Through class. Certificated personnel filling assignments that do not require teacher certification, but who are exclusively assigned to one Follow Through class, should be listed. In addition, include all volunteers who regularly work more than 4 hours a week in a particular Follow Through class. Use one line per person. Where indicated, percentages should total 100% across the row.

(RMC Use)	Room Number	Grade Assignment	Average hours worked per week in Follow Through project	Source of salary in percent. If volunteer, check type.								
				Local School Board	Follow Through	ESEA Title I	Other Federal Funds	State Dept. of Ed.	Other Agencies	Parent Volunteer	Other Volunteer	Total
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
												100%
004 (10-12)												100%
(13-14)		(15)	(16-18)	(19-21)	(22-24)	(25-27)	(28-30)	(31-33)	(34-36)	(37-39)	(40-42)	

Other School Staff Supporting the Follow Through Program

8. Please provide the following information about all individuals who work with Follow Through classes or pupils, but who do not work exclusively with only one Follow Through class. Aides, assistants, and volunteers who are shared by two or more Follow Through classes should be listed. Itinerant teachers, counselors, reading and math specialists, nurses, and other specialists who work with Follow Through classes should be listed regardless of how much time they spend in your school each week. In addition, doctors, psychologists, and social workers who come into your school on a part-time basis should be listed. Use one line per person. Where indicated, percentages should total 100% across the row. When you have completed Question 8, you will have four lists of individuals (Questions 5, 6, 7, and 8). No individual should appear on more than one list.

	Name* (11-14)	Title	(KMC Use) (15-16)	Check all Follow Through grade levels served: K (17)	1 (18)	2 (19)	3 (20)	Estimate the number of hours spent each week assisting Follow Through in your school (21-23)	Source of salary in percent. If volunteer, check type: Local School Board (24-26)	Follow Through (27-29)	ESEA Title I (30-32)	Other Federal Funds (33-35)	State Dept. of Ed. (36-38)	Other Agencies (39-41)	Parent Volunteer (42-44)	Other Volunteer (45-47)	Total
1																	100%
2																	100%
3																	100%
4																	100%
5																	100%
6																	100%
7																	100%
8																	100%
9																	100%
10																	100%
11																	100%
12																	100%
13																	100%
14																	100%
15																	100%
16																	100%
17																	100%
18																	100%
19																	100%
20																	100%
21																	100%
22																	100%

865 (10-12)

* Names are only required for people who do not work full-time in this school.

Section 3: OTHER RESOURCES

9. Please indicate the dollar amount that has been or will be spent from all sources for general supplies to be used during the entire 1975-76 school year in your school for both Follow Through and non-Follow Through classes. Include all instructional and consumable supplies such as paper and workbooks as well as crayons, pencils, and other arts and crafts materials. Do not include equipment and textbooks.

ØØ6
(10-12)

$_____
(13-17)

10. Please provide the dollar amount that has been or will be spent for the supplies to be used only for Follow Through classes during the 1975-76 school year.

$_____
(18-22)

11. Please estimate the number of books in this school's library collection.

_____ books
(23-27)

12. Please estimate the number of square feet of space other than normal Follow Through classroom space used exclusively for Follow Through students. Examples include a room that is not used for instruction, but serves as a Follow Through library, and any space that is regularly used by Follow Through for special instructional activities such as learning booths or special centers. However, do not include normal classroom space.

_____ square feet
(28-32)

13. Please estimate the total number of field trips, by grade, that will be provided to each class in the Follow Through program this year.

Grade	Number of Field Trips
Kindergarten	(33-34)
1	(35-36)
2	(37-38)
3	(39-40)

14. Using the most recent inventory list, please indicate the total number of pieces of each type of equipment in this school, including equipment used by Follow Through. Then separately list the number of pieces used exclusively by Follow Through classes. Include equipment on hand even if it is not regularly used.

		Type of equipment		Total no. of pieces in your school	No. of pieces used only by Follow Through	
ØØ7 (10-12)	1	Listening Center	(13-14)			(15-16)
	2	Language Master	(17-18)			(19-20)
	3	Controller Reader	(21-22)			(23-24)
	4	Tachistoscope	(25-26)			(27-28)
	5	Audio Card Reader	(29-30)			(31-32)
	6	Hoffman Machine	(33-34)			(35-36)
	7	Singer Readermate	(37-38)			(39-40)
	8	Systems 80	(41-42)			(43-44)
	9	Primary Typewriter	(45-46)			(47-48)
	10	Record Player	(49-50)			(51-52)
	11	Cassette/Tape Recorder (Player)	(53-54)			(55-56)
	12	Videotape Recorder	(57-58)			(59-60)
	13	Slide Projector	(61-62)			(63-64)
	14	Filmstrip Projector	(65-66)			(67-68)
	15	Filmloop Projector	(69-70)			(71-72)
	16	Cassette/Filmstrip Projector	(73-74)			(75-76)
ØØ8 (10-12)	17	Movie Projector	(77-78)			(79-80)
	18	Overhead Projector	(13-14)			(15-16)
	19	Opaque Projector	(17-18)			(19-20)
	20	Projection Screen	(21-22)			(23-24)
	21	Sound/Filmstrip Viewer	(25-26)			(27-28)
	22	Television	(29-30)			(31-32)
	23	Movie Camera	(33-34)			(35-36)
	24	Still Camera	(37-38)			(39-40)
	25	Ektographic Visual Maker	(41-42)			(43-44)
	26	Drymount Press	(45-46)			(47-48)
	27	Paper Cutter	(49-50)			(51-52)
	28	Office Typewriter	(53-54)			(55-56)
	29	Ditto Machine	(57-58)			(59-60)
	30	Xerox Machine	(61-62)			(63-64)
	31	Mimeograph Machine	(65-66)			(67-68)
	32	Thermofax Machine	(69-70)			(71-72)
	33	Transparency Maker	(73-74)			(75-76)

15. Please specify any other equipment in the space provided below.

ØØ9 (10-12)	(RMC Use)	Type of equipment	Total no. of pieces in your school	No. of pieces used only by Follow Through
(13-14)			(15-16)	(17-18)
(19-20)			(21-22)	(23-24)
(25-26)			(27-28)	(29-30)
(31-32)			(33-34)	(35-36)
(37-38)			(39-40)	(41-42)
(43-44)			(45-46)	(47-48)
(49-50)			(51-52)	(53-54)
(55-56)			(57-58)	(59-60)

16. Are you aware of any free medical, dental, or psychological services that are provided outside of your school to Follow Through students?

(61) - 1☐ Yes (Go to Question 17)

- 2☐ No (Thank you for completing the questionnaire)

17. Please describe these services.

_____

_____

_____

_____

_____

_____

☐☐☐☐☐

(62-66)

Thank you for completing this questionnaire.

APPENDIX D

FOLLOW THROUGH TEACHER QUESTIONNAIRE

Approval No. OMB-51-S-76013
USOE-472-3
Expires December, 1976

4												

(1-13)

COST ANALYSIS OF FOLLOW THROUGH PROJECTS

TEACHER QUESTIONNAIRE

FOLLOW THROUGH SCHOOLS

Name: _____

Room No.: _____

Grade: _____

School: _____

District: _____

Date: _____

INSTRUCTIONS

The U.S. Office of Education is conducting an evaluation of the Follow Through program in an effort to determine model effectiveness and how best to replicate successful models. A comprehensive study of the resources used by the models is required to complete this effort. RMC Research Corporation is conducting that study at the district, school, and classroom levels through the use of questionnaires and interviews. This questionnaire is part of RMC's study.

To minimize the effort required by you as a teacher, the majority of the required information will be collected from your principal or the district office. However, certain information about you and your class is best obtained directly from you.

The questionnaire is short and straightforward, and should not take more than a few minutes of your time to complete.

We are asking for your name and room number so we can determine who has completed questionnaires in the event any additional information is needed. After our study has been completed, this questionnaire will be destroyed.

Please return this questionnaire to your principal when you have finished.

1. Are you the teacher regularly assigned to this class?

(14)-1☐ Yes
-2☐ No

2. Are you a certificated teacher?

(15)-1☐ Yes
-2☐ No

3. How long have you been teaching? (Check one)

(16)-1☐ Less than 1 year
-2☐ 1-5 years
-3☐ 6-10 years
-4☐ 11-15 years
-5☐ More than 15 years

4. What is your highest educational degree? (Check one)

(17)-1☐ High school diploma (or equivalent)
-2☐ Associate degree
-3☐ Bachelor's degree
-4☐ Master's degree
-5☐ Master's degree + 30 credits
-6☐ PhD

5. What was the average daily membership of this class during the month of January 1976? If you teach two half-day sessions, please indicate the membership for your morning class.

_____ pupils
(18-19)

6. Are all of the pupils in your class involved in the Follow Through program?

(20)-1☐ Yes (Go to Question 8)
-2☐ No (Go to Question 7)

7. How many pupils in your class were involved in the Follow Through program in January 1976?

_____ pupils
(21-22)

8. On the average, what percent of your time is spent in each of the following activities? The sum of these percentages should add to 100%.

Instruction	_____	(23-25)
Diagnosis	_____	(26-28)
Planning	_____	(29-31)
Administration and other	_____	(32-34)
Total	100%	

9. What percent of the average pupil's time is spent in the following activities? The sum of these percentages should add to 100%.

Language Arts (including reading and foreign language instruction)	_____	(35-37)
Mathematics	_____	(38-40)
Other activities	_____	(41-43)
Total	100%	

10. Please estimate the total number of hours volunteered by parents to assist you in your class during an average week.

_____ hours
(44-46)

11. In the table below, please indicate the total number of reading, mathematics, and other textbooks available in your classroom.

Subject area	Estimated number of textbooks
Reading	(47-49)
Mathematics	(50-52)
Other	(53-55)

12. Please estimate the number of pieces of the following types of furniture that you currently have in your classroom.

Type of furniture	Number of pieces in your classroom
Student desks	(56-57)
Student chairs	(58-59)
Tables	(60-61)
Bookcases (not built in)	(62-63)
Room dividers	(64-65)
Rugs larger than 4 ft. x 6 ft.	(66-67)

13. Do some pupils in your class receive free meals, or meals at a reduced price?

(68)-1☐ Yes (Go to Question 14)

-2☐ No (Thank you for completing this questionnaire)

14. If yes, please indicate the number of pupils in your class who receive these meals.

Type of meal	Average number of pupils receiving free or reduced price meal
Noon meal	(69-70)
Breakfast	(71-72)
Snack or milk	(73-74)

Thank you for completing this questionnaire. Please return it to your principal.

APPENDIX E

SPONSOR COSTING METHODOLOGY

FOLLOW THROUGH: SPONSOR COSTING METHODOLOGY

Section 1

and

Section 2

SECTION 2: COSTING INSTRUCTIONS

This section presents the instructions for using the sponsor costing work sheets that are presented as Section 3 of this paper.

The information required to complete the cost analysis is found in the RMC site sample plan, the sponsor's "Application for Federal Assistance," and the sponsor's Follow Through proposal.

Whenever possible the location of the required information will be specified. However, sponsor's differ in manner in which they present information. Obtaining some information will require a thorough examination of the sponsor's Follow Through proposal.

Most numbers will be transferred directly from the documents to the costing work sheets. However, some numbers must be summed and the sum entered in the costing work sheets. This can become very confusing. To lessen this confusion, follow this procedure. Whenever a number is transferred to a work sheet or included in the analysis in any way, draw a circle around the number. This simple circle will help eliminate confusion and reduce errors.

Personnel Cost

A. Begin with the sponsor's "Application for Federal Assistance."

B. Turn to Part III (Budget Information), Section B (budget categories).

C. Examine Section B. The columns may have any of the following headings: administration, field service, development, evaluation, or other.

D Transfer the dollar amounts for the row marked "personnel" for the administration, field service, development, and evaluation columns to the corresponding columns on the Personnel Cost work sheet which is Part 1 of Section 3 of this report.

E. Examine the descriptive material attached to the "Application for Federal Assistance." Determine if any salaries are being paid by the sponsor for work on Follow Through. These salaries will not be relfected in the "Application." Enter these salaries on the Personnel Cost work sheet.

F. If the sponsor has a column marked "Other," which has a dollar amount in the personnel row, read the information attached to the "Application for Federal Assistance." This information will tell you how the "Other" is being spent.

G. Classify the expenses which the sponsor lists under "Personnel--Other" as being for either administration, devel opment, field service, or evaluation. Write the dollar amount in the appropriate columns on the Personnel Cost work sheet.

H. Examine Section B to determine if any dollar amounts are written in Row h (Other). Read the material attached to the "Application" to determine if these other expenses are for personnel.

I. Personnel expenses in Row h are already classified and need only be entered in the appropriate column on the Personnel Cost work sheet.

J. Sum all columns on the Personnel Cost work sheet. Write total in the rom marked "total salaries."

K. Multiply the total in each column by .15 and enter this amount in the row labeled "fringe benefits." Sum "total salaries" and "fringe benefits." Write the sum in the row marked "total compensation."

L. Turn to the page after the Personnel Cost work sheet. Locate the sponsor you are costing on the list and obtain the "compensation adjustment coefficient for this purpose.

M. Multiply "total compensation" by the compensation adjustment coefficient and write the product in the row labeled "total adjusted compensation."

Travel Costs

A. Begin by examining the administraiton, field service, development and evaluation travel cost work sheets (Parts 2, 3, 4, and 5 of Section 3. Each work sheet requires the following information:

(1) Number out-of-town trips to sites.

(2) Number of days spent on out-of-town trips.

(3) Number of trips to Washington, D.C.

(4) Number of days spent on each trip to Washington.

(5) Number of trips to places other than Washington, D.C. or sites.

(6) Number of days spent on these other trips.

(7) Number of out-of-town sites visited.

(8) Number of sites the sponsor serves.

B. Definitions

(1) A trip will be defined as one person traveling to and returning from a specific place.

(2) Days spent on a trip include both travel time and time spent at the destination. This should correspond to the number of per diem days being paid.

C. Examine the information presented as Section F (other budget information) of the sponsor's Application for Federal Assistance. This section provides the required information for administration, field service, development, and evaluation.

D. If Section F contains the required information, count

1. the number of trips
2. number of sites visited
3. number of days on trips

Enter this information on the appropriate travel cost work sheet.

E. Obtain the total number of sites the sponsor serves from the RMC site sample plan and enter this on the work sheets. Note: The total number of sites served may be equal to or greater than the number of sites visited.

F. If Section F contains the necessary travel breakdown, thoroughly examine all material describing those expenses listed as "Other" in Section B of the Application for Federal Assistance. Determine if these "Other" expenses include the costs of travel and per deim expenses. If any out-of-town travel expenses are included in "Other," adjust the appropriate travel cost work sheets to reflect these expenses.

G. If Section F does not contain the necessary detailed information on travel, thoroughly examine the sponsor's proposal submitted to OE. Details on this sponsor's travel plans should be presented somewhere in this proposal. If the information is not in the proposal, telephone the sponsor to obtain the necessary information.

Some of the sponsors employ consultants who live in the same city as the site. These consultants normally receive per diem for the days they work with the site. An indication that this type of consultant is employed and the number of days working on-site should be found in either Section F or the Application for Federal Assistance or in the sponsor's proposal. Enter the number of days these consultants spend working at the site on the last line of the Field Service Cost work sheet.

I. After the data has been entered onto the work sheets, perform the calculations indicated on the work sheet and obtain the standared travel costs.

Descriptive Information

A. Part 6 of Section 3 of this report requires information on all sites served by the sponsor, the sites selected as part of RMC's sample, and the amount of field service provided.

B. The total number of sites served by the sponsor and the sites selected as part of RMC's sample may be found in the "RMC Site Sample Plan."

C. The number of class rooms at each site will be found somewhere in the sponsor's proposal.

D. Somewhere in the sponsor's proposal should be an indication of the number of days the sponsor spends at each site and what the sponsor does during these days.

E. Classify the days spent working directly and primarily with parents as parent training days. Classify all other days as staff training.

F. Be sure to record not only the days spent at the sites in the RMC sample, but also the total number of says spent at all sites. Record only the number of days the sponsor spends at the site.

Instructional Materials

Carefully read Section F of the Sponsor's Application for Federal Assistance to determine if the sponsor incurs any expenses for instructional materials. Instructional materials are materials which are used by class room teachers in

the class room as part of the instruction of pupils. If the sponsor incurs an expense for instructional materials enter the dollar amount in Part 7 of Section 3 of this report.

Cost Summary

A. Enter the total adjusted compensations determined on the personnel cost work sheet (Part 1, Section 3) into the personnel row of the Cost Summary Table presented as Part 8 of Section 3.

B. Enter the travel costs computed on the travel cost work sheets into the travel row of the Cost Summary Table.

C. Transfer the dollar amounts found in Row D (equipment) of Section B, Part III of the sponsor's Application for Federal Assistance into the equipment row of the Cost Summary Table.

D. Transfer the dollar amounts in Row E (supplies) of Section B of Part III of the sponsor's Application to the supplies row in the Cost Summary Table. Be sure these dollar amounts represent only the cost of supplies. If the costs of instructional materials are reflected, subtract out the instructional materials cost and enter the remainder in the Cost Summary Table.

E. Closely examine any explanations of the contractual costs listed in Row F and the other costs listed in Row H of Section III of the sponsor's Application for Federal Assistance. Some of these costs may already be reflected on the personnel and/or travel cost work sheets. Subtract out the amounts which are reflected on other worksheets. Enter the remainder in the appropriate columns in the Cost Summary Table.

F. Sum all the costs in each column of the Cost Summary Table and enter the sum of each column in the row labled Total Direct Charges.

G. Multiply the Total Direct Charges by .3 and enter the product in row marked indirect charges.

H. Sum Direct Charges and Indirect Charges and enter the sum in the row marked Cost Totals.

Allocation Ratios

A. In Part 9 of Section 3, allocation ratios will be computed. These ratios will be used to allocate the cost of administration to the costs of field service (FS), development (D), and evaluation (E).

B. Sum the cost totals for field service (FS), development (D), and evaluation (e). This sum will be called the FS, D + E total.

C. Divide the cost total for field service by FS, D +E total. Write down the resulting quotient in Part 9. Divide the cost total for development and evaluation by the FS, D + E total. The sum of the three obtain quotients should be equal to one. These quotients represent the portion of the administrative cost which will be allocated.

Allocating Administrative Costs

A. Work sheets have been prepared for allocating administrative costs to field services (Part 10), development (Part ii, and evaluation (part 12). These work sheets are practically identical, and the same procedures will be used for each work sheet.

B. Enter the administration costs and field services costs which appear in the Cost Summary Table (Part 8) into the appropriate columns in the table in Part 10.

C. Enter the field service allocation quotient into the table in Part 10.

D. Multiply the administrative costs in each row by the quotient to obtain the allocated administrative cost for each object class category.

E. Sum the allocated administration cost and field service cost in each row to obtain the total standard cost for each object class category.

F. Sum the standard costs in the far right column to obtain the total standard cost of field service.

G. Enter the total standard object class costs into the table labled field service cost ratios.

H. Divide each total standard object class cost by the total standard direct cost. Enter the quotient in the far right column.

I. Complete the equation at the end of Part 10. Obtain total number of field service days from Part 6.

J. Complete Parts 11 and 12 in the same manner. Be sure to use the correct costs and allocation quotient.

Standard Costs for Sites

A. Work sheets have been prepared for computing and recording class room costs for each site selected as part of the RMC sample.

B. Determine the total staff training and the total parent training costs for each site by multiplying cost per field service day (see Part 10) by the number of days at the site (see Part 6).

C. Enter the total training costs for staff and parents in the table. Divide the total costs by the number of Follow Through class rooms at the site to obtain the cost per class room and write the quotient in the far right column.

D. Obtain the standard sponsor evaluation and standard development cost per class room from Part 11 and Part 12 and enter these costs in the far right column of the table.

E. Obtain the instructional materials cost per class room from Part 7 and enter it into the table.

F. Repeat the above procedure for each site. This completes the sponsor cost analysis.

SECTION 3: SPONSOR COSTING WORK SHEETS

Part	Work Sheet	Page
1	Personnel Cost	
2	Administrative Travel Cost	
3	Field Service Travel Cost	
4	Development Travel Cost	
5	Evaluation Travel Cost	
6	Descriptive Information	
7	Instructional Materials	
8	Cost Summary	
9	Allocation Ratios	
10	Allocating Administrative Cost to Field Service	
11	Allocating Administrative Cost to Development	
12	Allocating Administrative Cost to Evaluation	
13	Standard Costs: Site One	
14	Standard Costs: Site Two	
15	Standard Costs: Site Three	

PART ONE: PERSONNEL COST WORK SHEET

Sponsor: _____

	Administration	Field Service	Development	Evaluation
Enter dollar amounts directly from the personnel row of Part III, Section B.				
If Applicable: Enter salaries paid by sponsor and not reflected in "Application for Federal Assistance				
If Applicable: Enter personnel costs from the column or row the sponsor has marked "other"				
Total Salaries				
Fringe Benefits (total salaries x .15)				
Total Compensation				
Total Adjusted Compensation				

Sponsor	Compensation Adjustment Index
Bank Street	.72
University of Kansas	1.09
High/Scope	.72
Education Development Center	.76
University of Florida	1.17
Hampton Institute	1.05
Clark College	1.04
University of Pittsburgh	1.05
University of California	.86
Northeaster Illinois University	.80
University of North Dakota	1.06
Georgia State University	1.04
Western Behavioral Sciences Institute	.79
Southwest Educational Development Laboratory	1.13
University of Georgia	1.43
Far West Laboratory for Educational Research	.74
Prentice Hall Learning Systems, Inc.	.76
University of Arizona	.90
University of Oregon	.93
City University of New York	.72

Part II Administration Travel Cost Work Sheet

Sponsor: _____

Number of out of town trips to sites			Number of sites visited	Cost per site	Total number of sites	Transportation cost
_____	* $ 125 =	_____	÷ _____ =	$ _____	* _____ =	$_____
Total number of days spent on trips			Number of sites visited		Total number of sites	
_____	* $ 55 =	_____	÷ _____ =	$ _____	* _____ =	$_____

Number of trips to D.C.

_____ * $ 125 = $_____

Number of days in D.C.

_____ * $ 55 = $_____

Number of other trips

_____ * $ 125 = $_____

Number of days on other trips

_____ * $ 55 = $_____

Total standard transportation cost for travel for administration $_____

Part III Field Service Travel Cost Worksheet

Sponsor: _____

Number of out of town trips to sites			Number of sites visited		Cost per site		Total number of sites		Transportation cost
_____	* $ 125	= _____		÷ _____ =	$ _____	*	_____	=	$_____
Total number of days spent on trips			Number of sites visited				Total number of sites		
_____	* $ 55	= _____		÷ _____ =	$ _____	*	_____	=	$_____

Number of trips to D.C.	_____	* $ 125	=	$_____
Number of days in D.C.	_____	* $ 55	=	$_____
Number of other trips trips		* $ 125	=	$_____
Number of days on other trips				
Number of days on site by consultant who lives at the site	_____	* $ 55	=	$_____
	_____	* $ 5	=	$_____

Total standard transportation cost for travel for field service $_____

Part IV Development Travel Cost Worksheet

Sponsor: _____

Number of out of town trips to sites			Number of sites visited		Cost per site		Total number of sites		Transportation cost
_____	* $ 125 =	_____	÷ _____ =	$	_____	*	_____	=	$_____
Total number of days spent on trips			Number of sites visited				Total number of sites		
_____	* $ 55 =	_____	÷ _____ =	$	_____	*	_____	=	$_____

Number of trips to D.C.

_____ * $ 125 = $_____

Number of days in D.C.

_____ * $ 55 = $_____

Number of other trips

_____ * $ 125 = $_____

Number of days on other trips

_____ * $ 55 = $_____

Total standard transportation cost for travel for development $_____

Part V Evaluation Travel Cost Work Sheet

Sponsor: _____

Number of out of town trips to sites			Number of sites visited		Cost per site		Total number of sites		Transportation cost
_____	* $ 125	=	_____	÷ _____	= $ _____	*	_____	=	$_____
Tctal number of days spent on trips			Number of sites visited				Total number of sites		
_____	* $ 55	=	_____	÷ _____	= $ _____	*	_____	=	$_____

Number of trips to D.C.

_____ * $ 125 = $_____

Number of days in D.C.

_____ * $ 55 = $_____

Number of other trips trips * $ 125 = $_____

Number of days on other trips

_____ * $ 55 = $_____

Total standard transportation cost for travel for evaluation $_____

PART 6: Descriptive Information: Sponsor and Site

Total number of sites served by sponsor: _____

Total number of class rooms served by sponsor: _____

RMC Sample Sites Selected:

Site One : _____
Site Two : _____
Site Three: _____

Number of Follow Through class rooms at Site One: _____
Number of Follow Through class rooms at Site Two: _____
Number of Follow Through class rooms at Site Three: _____

Field Service days spent at site for:	Site Number		
Parent training			
Staff training			

Total number of field service days spent at all sites: _____

PART 7: Instructional Materials

Total sponsor expenditures for instructional materials		Total number of class rooms served by sponsor	=	Instructional materials cost per class room
$_____	÷	_____	=	$_____

Part 8: Cost Summary Table

Object Class Category	Program Activity			
	Administration	Field Service	Development	Evaluation
Personnel				
Travel				
Equipment				
Supplies				
Contractual				
Other				
Total Direct Charges				
Indirect Charges (25 Percent of Total Direct)				
Cost Totals				

Part 9: Allocation Ratios

Cost totals (from Cost Summary Table)

(FS) Field service $_____

(D) Development $_____

(E) Evaluation $_____

FS,E, +D Total $_____

Field service allocation quotient = (cost total: field service) ÷ (FS, E + D total) = .____

Development allocation quotient = (cost total: development) ÷ (FS, E + D total) = .____

Evaluation allocation quotient = (cost total: evaluation) ÷ (FS, E + D total) = .____

Sum of quotients = 1.00

Part 10: Worksheet for Allocating Administrative Costs to Field Service Costs

Object Class Category	Administration Costs	Field Service Allocation Quotient	Allocated Administration Costs	Field Service Object Costs	Total Standard Cost - Sum of Allocated Costs and Object Costs
Personnel					
Travel					
Equipment					
Supplies					
Contractual					
Other					
Total Direct Charges					
Indirect Charges (25% of Total Direct					
Total Standard Cost of Field Service					

Field Service Cost Ratios

Object Class Category	Column A Total Standard Cost From Above Table	Column B Total Standard Cost of Direct Charges From Above	Column A DIVIDED BY Column B
Personnel			
Travel			
Equipment			
Supplies			
Contractual			
Other			
Total Direct Charges			

Total Standard Cost of Field Service

$_____ ÷ _____ = $

Total Number of Field Service Days

Standard Cost Per Field Servide Day

$_____

Part 11: Work Sheet for Allocating Administrative Cost to Development Costs

Object Class Category	Administration Costs	Field Service Allocation Quotient	Allocated Administration Costs	Field Service Object Costs	Total Standard Cost - Sum of Allocated Costs and Object Costs
Personnel					
Travel					
Equipment					
Supplies					
Contractual					
Other					
Total Direct Charges					
Indirect Charges (25% of Total Direct					
Total Standard Cost of Field Service					

Development Cost Ratios

Object Class Category	Column A Total Standard Cost From Above Table	Column B Total Standard Cost of Direct Charges From Above	Column A DIVIDED BY Column B
Personnel			
Travel			
Equipment			
Supplies			
Contractual			
Other			
Total			

Total Standard Cost of Field Service

$_____

÷

Total Number of ~~Field Service Days~~ CLASSROOMS SERVED

_____

=

~~Standard Cost Per Field Servide Day~~

$_____

STANDARD SPONSOR DEVELOPMENT COST FOR EACH CLASSROOM

Part 12: Work Sheet for Allocating Administrative Cost to Evaluation Costs

Object Class Category	Administration Costs	Field Service Allocation Quotient	Allocated Administration Costs	Field Service Object Costs	Total Standard Cost - Sum of Allocated Costs and Object Costs
Personnel					
Travel					
Equipment					
Supplies					
Contractual					
Other					
Total Direct Charges					
Indirect Charges (25% of Total Direct					
Total Standard Cost of Field Service					

Evaluation Cost Ratirs

Object Class Category	Column A	Column B	Column A
	Total Standard Cost From Above Table	Total Standard Cost of Direct Charges From Above	DIVIDED BY Column B
Personnel			
Travel			
Equipment			
Supplies			
Contractual			
Other			
Total			

Total Standard Cost of Field Service

$_____ ÷ ~~Total Number of Field Service Days~~ CLASSROOMS SERVED _____ = $_____

~~Standard Cost Per Field Servide Day~~ STANDARD SPONSOR EVALUATION COST FOR EACH CLASSROOM

PART 13: Standard Costs: Site One

Sponsor: _____

Site : _____

Site Code: _____

Cost per field service day		Number of staff training days at site		Total staff training cost for this site
$_____	*	_____	=	$_____

Cost per field service day		Number of parent training days at site		Total parent training cost for this site
$_____	*	_____	=	$_____

Follow Through Model Component	Computer Cost Used to Determine Component Cost	Computer Cost Total For Site	Number of Class rooms at This Site	Class room Cost for Component at this This Site
Parent and Volunteer Training Component	Parent Training Cost For This Site			
Staff Training and Development Component	Staff Training Cost For This Site			
Follow Through Model Development Component	Standard Sponsor Development Cost Per Class Room			
Evaluation Component	Standard Sponsor Evaluation Cost Per Class Room			
Instructional Component	Sponsor Instructional Material Cost Per Class Room			

PART 13: Standard Costs: Site Two

Sponsor: :_____

Site :_____

Site Code: _____

Cost per field service day		Number of staff training days at site		Total staff training cost for this site
$_____	*	_____	=	$_____

Cost per field service day		Number of parent training days at site		Total parent training cost for this site
$_____	*	_____	=	$_____

Follow Through Model Component	Computer Cost Used to Determine Component Cost	Computer Cost Total For Site	Number of Class rooms at This Site	Class room Cost for Component at this This Site
Parent and Volunteer Training Component	Parent Training Cost For This Site			
Staff Training and Development Component	Staff Training Cost For This Site			
Follow Through Model Development Component	Standard Sponsor Development Cost Per Class Room			
Evaluation Component	Standard Sponsor Evaluation Cost Per Class Room			
Instructional Component	Sponsor Instructional Material Cost Per Class Room			

PART 13: Standard Costs: Site Three

Sponsor: :_____

Site :_____

Site Code: _____

Cost per field service day		Number of staff training days at site		Total staff training cost for this site
$_____	*	_____	=	$_____

Cost per field service day		Number of parent training days at site		Total parent training cost for this site
$_____	*	_____	=	$_____

Follow Through Model Component	Computer Cost Used to Determine Component Cost	Computer Cost Total For Site	Number of Class rooms at This Site	Class room Cost for Component at this This Site
Parent and Volunteer Training Component	Parent Training Cost For This Site			
Staff Training and Development Component	Staff Training Cost For This Site			
Follow Through Model Development Component	Standard Sponsor Development Cost Per Class Room			
Evaluation Component	Standard Sponsor Evaluation Cost Per Class Room			
Instructional Component	Sponsor In-structional Material Cost Per Class Room			